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ABSTRACT

This unit introduces students to the principles of democracy through a variety of teaching/learning techniques. Each lesson builds upon the opinions/knowledge developed in previous lessons and utilizes them to expand to a higher understanding of the principles of democracy. The principles and values that this exposes can be applied to and developed within any society. The six lessons include listing of objectives, procedures, materials needed, and student handouts. (Author/EH)

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ED 422 246

A Unit Plan on the Issues of Democracy.

by Rosie Hefferman

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SO 029 149

A UNIT PLAN ON THE ISSUES OF DEMOCRACY

CREATED FOR THE CENTER FOR CIVIC EDUCATION
BY ROSIE HEFFERNAN

OVERVIEW:

This unit of study introduces the students to the principles of democracy through a variety of teaching/learning techniques. Each lesson builds upon the opinions/knowledge developed in previous lessons and utilizes them to expand to a higher understanding of the principles of democracy. While the unit does not specifically refer to Hungary, the principles and values that it exposes/promotes can be applied to and developed within any society.

Through this unit of study, students will also be given the opportunity to identify and prioritize political, social and economic values that they feel are important to a country. This unit will allow the students to recognize their own values and how those values will impact their choice of leaders and governmental system .

LENGTH OF UNIT:

Six (6) lessons

UNIT OBJECTIVES:

At the conclusion of the Unit, students will be able to...

- understand and appreciate different viewpoints
- define "democracy"
- evaluate the potential "benefits" and "costs" of a democratic system
- discuss historical events that led to the development of democracy
- identify values which are widely considered to be fundamental
- determine their own values in a political system

LESSON 1 (DAY 1)

1.1 Daily Objectives:

At the conclusion of the lesson, students will be able to...

- understand how there may be many different interpretations of even the most basic concepts.
- Identify terms/phrases associated with democracy.
- Discuss competing ideas with reference to the principles associated with democracy.

- Compare and contrast different interpretations of democracy
- Analyze the benefits and costs of a democratic system of government.

1.2 Procedures:

- Each member of the class will be given a blank sheet of paper.
- A student volunteer will be given a diagram similar to the one shown on SUPPLEMENT 1 and instructed to turn their back on the class and describe the figure without using their hands or voice inflection.
- Each member of the class will draw the figure according to their understanding of the directions.
  *students may not work together
  *each student must keep his/her paper covered
- When the description of the figure is completed, the students will be instructed to put their pencils down and hold up their drawings.
- The original figure will be placed on the overhead projector and students will compare their interpretation to the actual drawing.

Students' drawings will not only differ from the original, but will differ from each other's. After they have discussed why their figures do not match the original (ie: poor instructions, the way they interpreted instructions, prior knowledge,etc.) the teacher will read the directions given by the volunteer to demonstrate that although the information offered would have recreated the figure exactly, the students interpreted them in their own way.

The teacher will ask:

- Did you feel frustrated when you were given instructions?
- When? Why?
- Are there any shapes in the figure that you would consider complex or difficult to imitate?
- Why were you unable to recreate the figure described?

1.3 Developing the Lesson:

Students will be given a brief lecture (5 minutes) relating the exercise to government. Like shapes, words, terms and phrases can also be interpreted differently because of prior knowledge or the way they are perceived by a person.

Students will be asked to give common terms, ideas or phrases that they would associate with democracy. The teacher will place each on the board/newsprint until most of the more important have been given. Students' list should include many of the following

freedom	liberty	good life
rights	too many rights	unrestricted press
voting	crime	protections for the guilty
human rights	equality	social/economic inequality
etc.		

- ☐ students will discuss why their definition differs from the accepted definition.
  ie: personal experiences, cultural perceptions, the way that they interpret words or phrases, media exposure, etc.

- ☐ teacher will categorize terms/phrases with reference to the costs and benefits of a democratic government.

- ☐ teacher will ask the students to each write a definition of democracy on the paper below their figure.

- ☐ when they have completed their definition, the students will determine the number of different definitions of democracy that exist in their own class.

- ☐ teacher will present the definition of democracy found in a dictionary or textbook.

1.4 Materials needed:

- ☐ blank paper for each student
- ☐ one copy of figure on paper
- ☐ one transparency of figure

LESSON 2 (DAY 2)

2.1 Daily Objectives:

At the conclusion of the lesson, students will be able to....

- identify basic democratic principles
- familiarize themselves with historical and contemporary examples which contain the principles of a democratic government.
- understand how democratic ideas have evolved over time.
- analyze primary source documents

2.2 Procedures:

- the teacher will display the definition of democracy (Lesson 1, Day 1) and ask each group to make a list of what they consider to be the basic principles of democracy based upon this definition. (This list will become their master list)
- the class will be divided into groups containing approximately 3 - 4 students.
-
- HANDOUT 1 will be distributed to each student
- each group will be assigned one or several documents (depending upon the size of the class) to review and to create a list of both democratic and nondemocratic principles found in each excerpt.

- students are encouraged to add to their master list in a different color pen/marker if they feel, after reading the excerpts, that they have left out some principles.

2.3 Developing the Lesson:

- ☐ the titles of each source will be placed in a horizontal sequence on separate sheets of newsprint size paper or across the blackboard (this should be done when students are working in groups)

- ☐ as students identify principles found in each selection, the teacher will note those rights below the title of each.

- ☐ after the documents have been noted, the students will chronologically compare the principles/rights extended over time through a teacher-directed class discussion
  The following points should be noted:
  ie: the expansion of rights granted in democratic countries
  the development from negative to positive rights
  rights considered to be fundamental by newly democraticized countries

- ☐ students will be asked to hypothesize on how democracy might further evolve in the 21st. century
  ie: Whether progress in developing democracies will be faster or slower than it was for established democracies? Why?

  Has democracy (a) reached a plateau in countries professing to be democratic, or (b.) are there additional principles that must be added to our list? If (b.) then identify these principles.

2.4 Materials Needed:

- ☐ HANDOUT #1
- ☐ newsprint size paper with the title of each reading on a separate page
- ☐ tape

LESSON 3 (DAY 3)

3.1 Daily Objectives:

At the conclusion of the lesson, students will be able to...

- understand that principles of a government are directly related to the rights that its people enjoy

- explain the meaning of political rights as distinguished from civil, social or economic rights.

- identify the Universal Declaration of Human Rights as a major documentary statement of rights

3.2 Procedures:

- the lists of principles created (Lesson 2) will be displayed when the students enter the classroom. Titles of readings should be eliminated because they are not relevant to the lesson.

- students will be instructed to review the "principles" listed and determine which transfer into "rights".

- students will return to assigned groups and create a list of rights that can be derived from the principles listed (5 minutes). *As an incentive to work diligently, some type of reward (extra credit, extra points on a test, no homework, etc) will be given to the group with the most rights.

3.3. Developing the Lesson:

3.3a

- horizontally place four (4) categories of rights on the board while students are working in groups

Political	Civil	Social	Economic

- when the allotted time is expired, the teacher will discuss the types of rights listed on the board. (5 - 8 minutes)

- beginning with the group having the fewest rights, students will place the rights listed under the appropriate category.

- each group will add to the categories, ending with the group that listed the most rights

3.3b.

The teacher will present a lecture introducing the Universal Declaration of Human Rights. The following points should be presented:

*it is probably the largest listing of rights of any document
*the history/background behind the document
*the purpose of the document
*the effectiveness of the document

Copies of the Universal Declaration will be distributed to each student. The document should be read completely before the next class.

3.4 Materials Needed:

- Listing of principles from Lesson 2
- Copies of the Universal Declaration of Human Rights for each student

LESSON 4 (DAY 4)

4.1 Daily Objectives:

At the conclusion of the lesson, students will be able to...

- identify major documentary statements of political, civil, social and economic rights
  - *Universal Declaration of Human Rights
  - *U.S. Bill of Rights
  - * national Bill of Rights
- explain the importance of these rights to the individual
- describe the difference between the Bills of Rights and the Universal Declaration
- evaluate, take and defend positions on what rights, if any, in the Universal Declaration should be established in the other Bills of Rights.

4.2 Procedures:

Students will be instructed to return to their previous groups to categorize the 29 Articles found in the Universal Declaration as political, civil, social or economic. Each student will keep a copy of the group's listing. Each member of the group will be assigned a letter (A,B, C, D), then told to regroup with all the students identified with the same letter. Each student should bring a copy of the group's listing with them to their new group.

The teacher will distribute copies of the U.S. Bill of Rights to groups A & B and the students' national Bill of Rights to groups C & D.

The teacher will then assign one of the following tasks to each group:

- Group A - highlight the rights found in the US Bill of Rights that are also found in the Universal Declaration
- Group C - highlight the rights found in your national Bill of Rights that are also found in the Universal Declaration
- Group B - highlight the rights in the Universal Declaration that are NOT found in the US Bill of Rights
- Group D - highlight the rights in the Universal Declaration that are NOT found in your national Bill of Rights

4.3 Developing the Lesson:

- ☐ After each group has completed the assignment groups A&B, C&D will come together to discuss their results and recommend changes (if any) to each nation's document.
- ☐ a member from A,B,C & D will present their findings to the class with recommendations for each document and substantive points to support their position.

4.4 Materials Needed:

- ☐ Copies of the US Bill of Rights
- ☐ Copies of national Bill of Rights

LESSON 5 (DAY 5)

5.1 Daily Objectives:

- explain the importance of political rights to the individual and to society
- explain the importance of economic rights to the individual and to society
- evaluate the relationship of each of these rights to the other
- understand that there are situation when these rights can come into conflict.

5.2 Procedures:

The teacher will lead a discussion to determine which type of rights the students feel are the most important. The discussion will be prompted by the question:

> If you were only allowed to have one category of rights,
> which would you select?

The students will take and defend their positions in a open forum where all validated opinions are welcome and respected.

During the discussion the teacher will merely serve as a facilitator, noting key words on the blackboard. After all points have been heard, the class positions will ultimately be divided between the principles of Liberty vs. Order. This conclusion should be brought to the attention of the students as the teacher distributes HANDOUT #2

5.3 Developing the Lesson:

- ☐ students will be given HANDOUT #2 (see HANDOUT for procedures used)
- ☐ groups of 3 will be created
- ☐ upon completion of HANDOUT #2, groups will present conclusions
- ☐ a teacher directed class discussion will follow summarizing the group results and the class consensus.

5.4 Materials Needed:

- ☐ HANDOUT #2

LESSON 6 (DAY 6)

6.1 Daily Objectives:

At the conclusion of the lesson, students will be able to...

- express and validate their opinions
- evaluate how the contributions of the members of society impact its character
- analyze various political systems based upon their political, social and economic principles.

- create a society suited to the character of the country based upon both their collective knowledge and past experiences.

6.2 Procedures:

- students will be given HANDOUT #3 and instructed to read it quietly
- after every student has finished reading HANDOUT #3, distribute HANDOUT #4 to each student
- students will individually construct 2 lists:
  one with the 7 people that they have selected to create a new country
  one with the 5 people selected to leave the shelter.
- after each student has completed his/her list, groups of 3 - 4 students will be formed. Members of each group must reach a consensus regarding those individuals who will be most beneficial to the future society. All opinions must be validated by political, economic and social knowledge or past experiences. Unsubstantiated decisions, based upon emotions, will be dismissed.

  Individual members must bring knowledge of government/economic systems, national resources, and social/political concerns into the discussion. Compromise and tolerance is mandatory if opinions are to be respected and a consensus is to be reached.
- each group will place their lists on Newsprint paper. The lists will be taped on the walls . After all of the lists are displayed, the groups will explain/defend their choices.

6.3 Developing the Lesson:

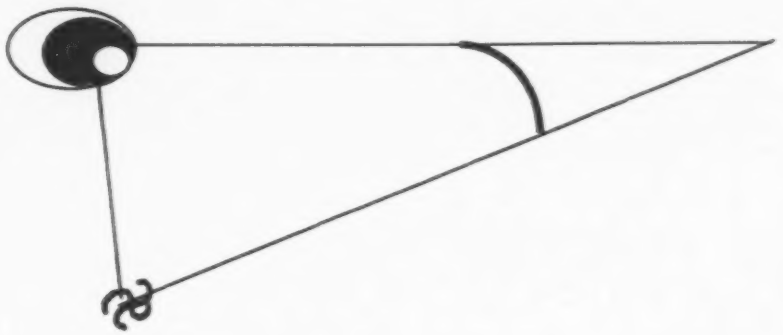
- a transparency containing the names of all of the survivors will be displayed at the end of the presentations and the names eliminated by all of the students will be crossed out. The names chosen by all of the groups will be circled. The qualities/characteristics which were valued in these individuals will be identified by the students, listed on the board and become the topic of a class discussion on political, economic, and social values.
- individuals who were not uniformly selected will also be the topic of a class discussion. The students' perceptions of positive and negative characteristics will be listed in separate columns . The placement of these characteristics will be defended and discussed with reference to both factual knowledge and past experiences. All validated opinions will be respected and opposing
  viewpoints will be heard.

6.4 Materials Needed:

- HANDOUT #3
- HANDOUT #4

SUPPLEMENT #1

This figure should be seen only by the student volunteer who will be describing it to the class.



HANDOUT #1
page 1

PERICLES' FUNERAL ORATION, 5TH C B.C.

"I shall begin by speaking about our ancestors, since it is only right and proper on such an occasion to pay them the honor of recalling what they did...they, by their courage and their virtues, have handed on to us, a free country"

"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses."

"We give our obedience to those whom we put in positions of authority, and we obey the laws themselves..."

MAGNA CARTA, 1215

"We have granted to all free men of our kingdom and our heirs forever all the liberties written below..."

""No taxes shall be imposed in our kingdom, except for the ransoming of our body, for the making of our eldest son a knight, and for once marrying our oldest daughter..."

"A free man shall not be fined for a small offense, except in proportion to the measure of the offense..."

"No free man shall be taken or imprisoned or dispossessed or outlawed or banished...except by judgment of his peers or by the law of the land."

"to no one will we sell, to no one will we deny, or delay right of justice."

JOHN LOCKE'S SECOND TREATISE OF CIVIL GOVERNMENT, 1689

"The supreme power cannot take from any man any part of his property without his consent..."

"These are the bounds which...society, and the law of God and Nature, have set to the legislative power of every commonwealth, in all forms of government:

First, they are to govern by...established laws, not be varied in particular cases, but to have one rule for rich and poor, for the favorite at court and the countryman at plow.

Secondly, these laws also ought to be designed for not other end ultimately but the good of the people.

Thirdly, they must not raise taxes on the property of the people without the consent of the people.

"Whenever the legislators endeavor to take away and destroy the property of the people, or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people, who are thereupon absolved from any further obedience ..."

ENGLISH BILL OF RIGHTS, 1689

"That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against the law."

"That the election of members of Parliament ought to be free."

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel or unusual punishment inflicted..."

FRENCH DECLARATION OF THE RIGHTS OF MAN AND OF THE CITIZEN 1789

"Men are born and remain free and equal in rights."

"Liberty consists in being able to do whatever does not harm others...limits can only be determined by law."

"The law is the expression of the general will. All citizens have the right to take part personally, or through their representatives, in the making of the law."

"Every man is presumed innocent until he has been declared guilty..."

EDWARD BENES TO THE NEW STATES COMMITTEE, 1919

"The official language will be Czech..., but in practice the German language shall be the second language of the country, and shall be employed currently in administration before the courts and in the central Parliament on an equal footing with Czech."

19th AMENDMENT TO THE U.S. CONSTITUTION

"The right of the citizens of the United States to vote shall not be denied or abridged by the United States on account of sex."

SOVIET CONSTITUTION OF 1936

"The economic basis of the U.S.S.R. is formed by the socialist system of economy and the socialist ownership of implements and means of production, which have been firmly established as a result of the liquidation of the capitalistic system of economy, the abolition of private ownership..., and the destruction of the exploitation of man by man."

"Socialist ownership in the U.S.S.R. has either the form of State ownership or the form of cooperative collective ownership..."

"Toil in the U.S.S.R. is an obligation and a matter of honor of each citizen who is fit for toil, according to the principle: 'He who does not work, does not eat'."

BRITISH BEVERIDGE REPORT, 1943

"The aim of the Plan for social Security is to abolish want by ensuring that every citizen willing to serve according to his powers has at all time an income sufficient to meet his responsibilities..."

BRITISH EDUCATION ACT, 1944
(Commentary by Lord Butler, Minister of Education)

"The object of the Bill was completely to reorganize education into primary and secondary schooling, which would be free for all parents except for those who wished to pay for their children to attend the independent schools."

U.N. UNIVERSAL DECLARATION OF HUMAN RIGHTS, 1948

"No one shall be held in slavery or servitude..."

"Everyone has the right to freedom of movement and residence within the borders of each State."

"Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution."

"Everyone has the right to a standard of living adequate for the health and well-being of himself and his family."

"Everyone has the right to freely participate in the cultural life of the community."

HUNGARIAN MANIFESTO OF THE INTELLECTUALS, 1956

This is the program we intend to submit to the government:

"General elections with secret ballot."

"Abolition of the abuses of the old system: pensions and salaries that are too low must be raised according to the possibilities of our economy."

"The unions must truly defend the interests of the working class, and their leaders must be freely elected."

"The government must guarantee the full freedom of the press and freedom of assembly."

JOHN F. KENNEDY'S ADDRESS TO THE UNITED STATES, 1963

"it ought to be possible for American consumers of any color to receive equal service in places of public accomodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear or reprisal..."

MANIFESTO OF THE CZECHOSLAVAK CULTURAL FRONT, 1969

"We are told that science, culture, and the press belong to the State and that the State must be their master. But just as the land belongs to the farmers and the factories to the workers, the newspapers belong to the readers, the radio to the listeners, cinema and television to the public, science and art to all those who need them. Culture is not the property of the State, culture is the property of the people."

BRITISH LABOUR PARTY'S MANIFESTO, 1974

"...the Labour Government's decisions provided a new deal for women. We will:

- *ensure that by the end of 1975 the Equal Pay Act will be fully effective
- *introduce a comprehensive free family planning service
- *legislate for equality of treatment in social security
- *make provisions for maternity leave

STATEMENT OF THE FEDERATION FOR A DEMOCRATIC CHINA, 1989

"Men are born with certain fundamental and inalienable rights: the rights to life and development, to the pursuit of happiness, and to human dignity and security."

"All members of society are equal and are entitled to equal opportunity, regardless of sex, race, profession, and family origin."

THE UNIVERSALITY OF BASIC RIGHTS, 1989

Gibson Kamau Kuria upon receiving the Robert F. Kennedy Human Rights Award, Kenya

"The expression "human rights" refers to certain basic rights which the international community believes man deeds or are essential for him to live in dignity. They are based on the international community's view of what it is to be a human being. Those rights include among others:

"the right to the protection of the law, to a lawyer to assist him in securing the protection of the law and to a fair trial."

"the right not to be discriminated against"

"freedom of worship"

"freedom of association"

"the right to privacy and family life"

"the right not to have one's life taken without compliance with the law"

THE CHARTER OF PARIS FOR A NEW EUROPE, 1990

"We undertake to build, consolidate and strengthen democracy as the only system of government of our nations..."

"Human rights and fundamental freedoms are the birthright of all human beings, and are inalienable and are guaranteed by law..."

"We affirm that, without discrimination, every individual has the right to:

- freedom of thought, conscience and religion or belief
- freedom of expression
- freedom of association and peaceful assembly

"No one will be

- subject to arbitrary arrest or detention
- subject to torture or other cruel, inhuman or degrading treatment or punishment

"Everyone also has the right:

- to know and act upon his rights
- to participate in free and fair elections
- to fair and public trial if charged with an offense
- to own property...and to exercise individual enterprise
- to enjoy his economic, social and cultural rights

HANDOUT #2 (page 1)

Location: The United States

Problem: Crime in the nation's cities

Reading: A newspaper article dealing with the problem.

One of the most enduring and important challenges in our constitutional system of government is how to balance order with liberty. Today, this challenge is focused on the issue of crime. Violent crime is widespread in the nation's inner cities, but few areas of our society feel safe. Violence even has become a problem for our schools.

Recently, in response to the crime problem in a housing project of one of the nation's largest cities, official in that city proposed large-scale police "sweeps" of apartments to search for illegal weapons. These searches would not use a search warrant or provided evidence of probable cause. After a judge struck down the proposal as an unconstitutional violation of the Fourth Amendment, the city then proposed a new policy: requiring prospective tenants in public housing projects to waive their Fourth Amendment rights as a condition of their leases.

Fourth Amendment

"The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause ..."

Critics of this proposal doubt its constitutionality and worry about the consequences of a policy that would require a citizen to give up any of the liberties protected by the Bill of Rights.

Those supporting the proposal point to the dangerous conditions that such tenants must live in. What is the point of worrying about procedural rights in a world that has become a lawless state? They say that the government's first obligation is to to provide the security of an orderly society.

HANDOUT 2 , page 2

How do the following statements apply to this situation?

> ***"The good of the people is the highest law."***
> Cicero

> ***"For a man's house is his castle."***
> Edward Coke

> ***"They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."***
> Benjamin Franklin

> ***"Liberty, too, must be limited in order to be possessed."***
> Edmund Burke

> ***"the great and chief end, therefore, of men's uniting into Commonwealths, and putting themselves under Government, is the preservation of property (i.e., life, liberty, and estate)."***
> John Locke

> ***"Since the general civilization of mankind, I believe there are more instances of the abridgment of the freedom of the people by gradual and silent encroachments, than by violent and sudden usurpation."***
> James Madison

Which, if any, of these statements do you find most persuasive?

1. What is your position on this issue?

2. Justify it in terms of the situation itself and in terms of constitutional principles. You may use the quotations to support your position.

HANDOUT #3

Three days ago, a nuclear attack was launched on _____ (country or continent) with attacks in all heavily populated areas. Counterattacks were made on the aggressor. For the first 24 hours, radio broadcasts reported tremendous damage and loss of life in all areas, including the total annihilation of both _____(countries' or continents') populations. For the past 48 hours no broadcasts have reported from either country. Fortunately, the people listed below were able to reach a fallout shelter in time to take cover and survive the initial devastation. You must assume that those in the shelter are, as far as you know, the only survivors of the war from either (country or continent).

There are twelve (12) people in the shelter which was built and supplied to sustain seven (7) people until the atmosphere is clear of radiation. If all of them stay in the shelter, all of them will starve to death or dehydrate. If they leave the shelter when the supplies are exhausted, they may all get sick or die from radiation poisoning.

Your task is to decide, based on the information given, which seven people will be allowed to remain in the shelter (and live) and which five will be required to leave the shelter (and probably die). We will assume that those who are selected to leave will do so peacefully. The survivors will ultimately create a new society. They will be the "Framers" of a political, economic and social system for the country and will be responsible for decisions involving foreign aid and alliances/isolation policies (the rest of the world has not been destroyed).

HANDOUT #4

1. James Stanley
age: 43
health: good
education/training:
2 yes. college.
work experience:
political philosopher
15 yes. cooperative farming

2. Gerald White
age: 35
health: fair
education/training:
high school diploma
work experience:
4 yes. Army
10 years construction laborer

3. Janice Stanley
age: 17
health: excellent
education/training:
high school student
work experience: none

4. Martha Gray
age: 25
health: good
education/training:
Pod in political theory
work experience:
2 yes. college professor
censors books for nation's schools

5. Wanda Brine
age: 50
health: fair
education/training:
Master's degree in psychology
work experience:
15 yes case workers
10 yes director of counseling service

6. William Gray
age 48
health: good
education/training:
high school degree, 2 yes. college
work experience:
factory foreman, 20 years
leader of minority Socialist/Labor Party

7. Bill Waters
age: 27
health: excellent
education/training:
college graduate
work experience:
high school teacher

8. John Davis
age: 33
health: fair
education/training:
college degree
work experience:
American economist - visiting professor

9. Michelle Patterson
age: 68
health: fair
education/training:
graduate school
work experience:
attorney 30 years
British Ambassador to country

10. Marjorie Blaylock
age: 39
health: poor
education/training:
medical school graduate
work experience:
10 yes in general family medical practice

11. Ray Wilson
age: 60
health: good
education/training:
4 yes. college.
work experience:
10 years in Parliament
Member of majority party

12. Fred Fredrick
age: 54
health: excellent
education/training:
high school education
work experience:
general in the military , 35 years
trains troops